

Teacher(s): Johnson

Subject: Government

Week of: Mar 5 – 9, 2018

Week: 28

DAY	PRE-PLANNING	AGENDA	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Mon	Standard(s): SSCG 3: Demonstrate knowledge of the framing and structure of the United States Constitution SSCG 6: Analyze the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured.	Do Now: Guided Instruction (<i>We do</i>)- 10 min quick study Opening: Focused Instruction (<i>I do</i>)- review testing procedures Work Session: Independent Learning (<i>You do alone</i>)- complete unit 2 retest Closing: Guided Instruction (<i>We do</i>)- quick review of retest results Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	Formative: Teacher Observation Q&A
	Purpose: To provide the students with the opportunity to revalidate their remediation of the initial test			Summative: Unit 2 Retest
Tues	Standard(s): SSCG 4 Demonstrate knowledge of the organization and powers of the national government a. Describe the structure, powers and limitations of the legislative, executive and judicial branches, as described in the Constitution.	Do Now: Guided Instruction (<i>We do</i>)- Which branch do you think is the most powerful? Opening: Focused Instruction (<i>I do</i>)- Introduce new GCE and element; discuss; assist as needed Work Session: Independent Learning (<i>You do alone</i>)- complete graphic organizer on the organization and powers of the national government OR Collaborative Learning (<i>You do together</i>)- in pairs, complete graphic organizer on the organization and powers of the national government Closing: Guided Instruction (<i>We do</i>)- which branch has the most listed powers? Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> Graphic Organizer 	Formative: Teacher Observation Q&A Graphic Organizer
	Purpose: To provide the students an opportunity to show the structure, powers and limitations of the three branches			Summative:
Weds	Standard(s): SSCG 4 Demonstrate knowledge of the organization and powers of the national government b. Analyze the relationship between the three branches in a system of checks and balances and separation of powers.	Do Now: Guided Instruction (<i>We do</i>)- What does checks and balances mean? Opening: Focused Instruction (<i>I do</i>)- Introduce new element; discuss; assist as needed Work Session: Independent Learning (<i>You do alone</i>)- complete graphic organizer on three branches and checks and balances OR Collaborative Learning (<i>You do together</i>)- in pairs, complete graphic organizer on three branches and checks and balances Closing: Guided Instruction (<i>We do</i>)- How does the check and balance of a pardon work? Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> Graphic Organizer 	Formative: Teacher Observation Q&A Graphic Organizer
	Purpose: To provide the students an opportunity to show the relationship between the branches and the checks and balances between them with a graphic organizer			Summative:

Thurs	Standard(s): SSCG 4 Demonstrate knowledge of the organization and powers of the national government	Do Now: Guided Instruction (We do)- 5 min quick study Opening: Focused Instruction (I do)- review quiz taking procedures Work Session: Independent Learning (You do alone)- complete the CG 4 Quiz and turn in graphic organizers for 4a and 4b for classwork grade Closing: Guided Instruction (We do)- quick review of quiz results Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	Formative: Teacher Observation Q&A CG 4 Quiz
	Purpose: To provide the students an opportunity to validate their learning through the Quiz			Summative:
Fri	Standard(s): SSCG 5 Demonstrate knowledge of the federal system of government described in the United States Constitution b. Define and provide examples of enumerated, implied, concurrent, reserved, and denied powers	<p style="text-align: center;">SUBSTITUTE</p> Do Now: Guided Instruction (We do)- substitute prepares handouts, etc Opening: Focused Instruction (I do)- sub explains the work session; assist as needed Work Session: Independent Learning (You do alone)- complete 5 frayers on enumerated, implied, concurrent, reserved and denied powers. (4 sections are: name of power, definition of power, example of power and picture to represent) Closing: Guided Instruction (We do)-Turn in for classwork grade Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> • 5 Frayer Models 	Formative: Teacher Observation Q&A Frayer Models
	Purpose: To provide the students an opportunity to define and provide examples various powers by the use of Frayer Models			Summative: